

CTE Standards Unpacking
Digital Animation

Course: Digital Animation

Course Description: Digital Animation explores Legal and Ethical Issues, Career Opportunities, Use of Animations, Animation Software Tools, Basic Animation Techniques, Interactivity in Animation, and how to Publish Animated Movies.

Career Cluster: Arts, A/V Technology, Communications

Prerequisites: Recommended: Introduction To Arts/AV Technology & Communications 11000

Program of Study Application: Digital Animation is a Level II pathway course in the Arts, A/V Technology & Communications career cluster that is appropriate for both the Visual Arts and Telecommunications/AV Technology and Film pathways.

INDICATOR #DA 1: Develop an Awareness of Career Opportunities and Professionalism in Digital Animation		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Identify personal interests and abilities related to digital animation careers.		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Investigate career opportunities, trends, and requirements related to digital animation careers.		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Demonstrate job skills for digital animation industries.		
SUB-INDICATOR 1.4 (Webb Level: 3 Strategic Thinking): Explore legal and ethical issues related to digital animation		
Knowledge (Factual): -Employability skills. -Copyright and ethics laws specific to animation and design. -Career options available locally, regionally and worldwide. -Digital animation career requirements. -Career skills required in animation design	Understand (Conceptual): -Protection of media users and legal consequences. -How personal interests and abilities influence careers in digital animation fields.	Do (Application): -Self-assess personal interests and skills. -Identify personal creative talents -Identify technical/animation talents. -Research job opportunities. -Investigate trends associated with digital animation. -Evaluate related career pathways.

		<p>-Complete a web quest on legal issues related to digital animation.</p> <p>-Obtain formal permission for use of an art form, design, or photograph in an animation publication.</p>
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Benchmarks:

Students will be assessed on their ability to:

- Identify and match personal interests and skills to one or more careers in digital animation field.
- Evaluate and summarize how animation is used in product promotion.
- Display ability to work as part of a team and take direction from others.
- Investigate a legal issue involving graphic animation and identify copyright and ethics affected.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>-Investigate a legal issue involving the career</p> <p>-Summarize use of animation</p>

INDICATOR #DA 2: Demonstrate Basic Digital Animation Skills

SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Understand Animation Development Process

SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Create clips using animation software tools

SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Implement a

preproduction plan		
SUB-INDICATOR 2.4 (Webb Level: 4 Extended Thinking): Analyze and Critique Animation Production		
Knowledge (Factual): -Steps required to develop animations. -Software tools and product need connections. -Preplanning animation creation. -Animation software tools.	Understand (Conceptual): -Why there is a process for animation development. -Different types of animation (e.g., frame, motion tween, shape tween, path). -Why animation requires timelines, story boarding and development. -How terminology is used in animation design (e.g., space created is called a stage; object, scene, skeletal structure) -Media may be published in a variety of formats.	Do (Application): -Develop a chart that explains each step of the animation development process. -Determine the number of drawings needed to animate a given situation. -Create drawings to illustrate the animation of a given situation such as picking up a pencil, taking a drink of water, lifting a weight. -Create and modify objects. -Change the color, size and shape of objects. -Use a vector tool to draw an object -Plan a theme premise and timeline. -Creating scenes. -Create a skeletal structure. -Develop a collection of examples for a variety of professionally designed animations.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Develop a plan and create one or more types of animation. 		

- Research a variety of animations and categorize according to type.
- Select at least three websites that integrate animation and evaluate the effectiveness of the animation

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	-Develop an animation plan
W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	-Evaluation of animation effectiveness

INDICATOR #DA 3: Employ Standard Convention for the Creation and Design of Animation Concepts

SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Produce Basic Animation

SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Generate Audio in Animation

SUB-INDICATOR 3.3 (Webb Level: 4 Extended Thinking): Design User Interface/Interactivity in Animations

SUB-INDICATOR 3.4 (Webb Level: 4 Extended Thinking): Evaluate and analyze animations for publication

Knowledge (Factual): -File formats for publishing animation.	Understand (Conceptual): -Basic types of animation.	Do (Application): -Use objects in animations.
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<ul style="list-style-type: none"> -Audio file format types. -Libraries and resources available for code snippets to create interactivity. -Event handlers and timeline controls -Difference between symbol and instance. -How to publish animations in a variety of formats. -Audio file conversion 	<ul style="list-style-type: none"> -Audio file formats and how to incorporate audio into timeline(s). -Creating process -Interactivity and how to use scripting and action scripting for creation. 	<ul style="list-style-type: none"> -Compare and contrast frame-by-frame animation vs a tweened animation. -Compare shape tweening vs motion tweening. -Create a motion guide. -Create a movie. -Select at least two animated movies and analyze the effectiveness of the use of sound in the movies. -Add a sound to a symbol and/or movie that you created. -Create an animated greeting card that includes instances of a symbol tweening, a motion guide and sound. -Compare the use of rollover and invisible buttons in animations. -Create a button symbol that can be used in an animated movie. -Use scripting to stop a movie from continuous looping. -Create a movie that incorporates action scripting to encourage viewer interactivity.
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		<p>-Research the publishing formats available for your animated movie.</p> <p>-Evaluate the publishing format for a specified end use of an animated movie.</p>
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Benchmarks:

Students will be assessed on their ability to:

- Create an interactive animation that meets specified criteria.
- Submit different types of interactive animation that uses event handlers.
- Identify and justify when and how symbol and instance should be used in animation.
- Publish animation(s) in a variety of file formats to be viewed in various applications.
- Incorporate audio in a multiple scene animation.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
<p>8.ET.CI.1. Students use technology to generate ideas and promote creativity.</p> <p>W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>-Promote a product or idea through animation creation.</p> <p>-Use a variety of formats to publish animation</p>

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.



[123RF](#)

[Graphic River](#)

[Animaker](#)

[Flickr Creative Commons](#)

[Flickr](#)

[Deviant Art](#)

<https://boinx.com/istopmotion/mac/>

<https://www.blopanimation.com/flash-animation/> Adobe Animate CC